



UNIVERSITI PUTRA MALAYSIA

**EFFECTS OF COMBINED STRATEGY INSTRUCTION AND
ATTRIBUTION RETRAINING IN MATHEMATICS ACHIEVEMENT OF
FORM ONE STUDENTS IN A SECONDARY SCHOOL**

LOH SAU CHEONG

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By

LOH SAU CHEONG

**Thesis Submitted to the School of Graduate Studies,
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October 2002

Chairperson: Professor Habibah Bt. Elias, Ph.D.

Faculty: Educational Studies

Students form beliefs of success and failure towards learning and these have implications on coping with their learning problems. In the process of learning, it is important for them to identify the causes of failure and success in order to achieve higher performance and acquire learning strategies to master their learning. This study examined the effects of combined strategy instruction and attribution retraining (SI + AR) on students' causal attributions, learning strategies and achievement. Causal attributions in this study were based on three dimensions, that is, whether the results were due to the subjects themselves (internal) or others (external), whether the causes were changing in nature (unstable) or unchanging over time and place (stable) and whether the subjects can control (controllable) or cannot control (uncontrollable) the causes concerned.

A total of 133 Form One students were randomly chosen from one specific school. They formed four randomised cluster sampling classes. Subjects underwent the testing for eight days and the treatment for twenty days. The Nonequivalent Control Group Design consisting of three experimental groups and one control group was used. The experimental treatments were the SI + AR, the strategy instruction only (SI Only) and the attribution retraining only (AR Only). The control group had no treatment. All tests were administered before and after the treatment.

The findings show that, after the treatment, the SI + AR group had the least number of subjects in attributing their success to unstable factors as compared to all the other groups. The low achievers, the males and the Malay students from this group, too, had the highest increase in attributing failure to controllable factors as compared to those from the other groups. In addition, the males and the Chinese students from the same group show the highest decrease in attributing failure to uncontrollable factors whilst the males alone also show the highest decrease in attributing success to external factors. Meanwhile, the Malay students from SI + AR group show the highest decrease in attributing success to external, uncontrollable and unstable factors as well as highest decrease in attributing failure to external factors. The high achievers from the same group show the highest decrease in attributing failure to stable factors.

As for mean learning strategy scores after the treatment, the SI + AR group is significantly higher than the non-treatment control group. The

Chinese students from this group too, have significantly higher change in mean learning strategy scores than the Chinese from the control group and the AR Only group.

Similarly, the SI + AR group has significantly higher mean achievement scores after the treatment than the non-treatment control group. The low achievers and the high achievers, the male and the female students, the Malay and the Chinese students from the same group show the highest increase in mean achievement scores as compared to their counterparts from the other three groups.

Overall, students from the SI + AR group were happier, motivated and satisfied. Implications of the findings show the salience of the ability of educators to modify students' beliefs for success and failure, giving emphasis to re-attribute the locus, the controllability and the stability dimensions, helping the low achievers to master their learning as well as enhancing the confidence level and expectancy for future success of the high achievers.

The SI + AR is recommended for schools with great number of below average students. Educators may utilise this combined treatment at the start of new sessions, terms, semesters, courses, classroom instructions or counseling programmes. They are recommended to train students to be responsible for their own success and failure by teaching them the ways to learn and provide them at the same time with AR feedback.

Abstrak tesis yang dikemukakan kepada Senat Universiti Putra Malaysia
sebagai memenuhi keperluan untuk ijazah Doktor Falsafah

**KESAN GABUNGAN PENGAJARAN STRATEGI DAN LATIHAN
SEMULA ATRIBUSI DALAM PENCAPAIAN MATEMATIK PELAJAR
TINGKATAN SATU DI SEBUAH SEKOLAH MENENGAH**

Oleh

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Oktober 2002

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Pelajar membentuk kepercayaan tentang kejayaan dan kegagalan terhadap pembelajaran. Ini seterusnya memberi implikasi tentang bagaimana mereka akan menangani masalah dalam pembelajaran. Dalam proses pembelajaran, adalah penting bagi mereka mengenalpasti punca kegagalan dan kejayaan demi untuk meningkatkan pencapaian dan memperolehi kemahiran belajar bagi menguasai pembelajaran. Kajian ini bertujuan mengkaji kesan gabungan pengajaran strategi dan latihan semula atribusi ke atas atribusi sebab, strategi pembelajaran dan pencapaian pelajar. Atribusi sebab dalam kajian ini berdasarkan tiga dimensi, iaitu, sama ada keputusan tertentu disebabkan oleh individu sendiri (dalaman) atau faktor lain (luaran), sama ada sebab tersebut berubah (tidak stabil) atau tidak berubah mengikut masa dan tempat (stabil) dan sama ada subjek dapat mengawal (boleh kawal) atau tidak dapat mengawal (luar kawal) sebab-sebab tersebut.

Seramai 133 orang pelajar Tingkatan Satu telah dipilih secara rawak dari sebuah sekolah tertentu. Mereka membentuk empat buah kelas yang dipilih dengan persampelan rawak berkelompok. Subjek mengikuti pengujian selama lapan hari dan rawatan selama dua puluh hari. Rekabentuk Kumpulan Kawalan Tak Setara dengan tiga buah kumpulan eksperimen dan sebuah kumpulan kawalan telah digunakan. Rawatan eksperimen merupakan gabungan pengajaran strategi dan latihan semula atribusi, pengajaran strategi sahaja dan latihan semula atribusi sahaja. Kumpulan kawalan tidak menerima sebarang rawatan. Kesemua ujian telah ditadbir sebelum dan selepas rawatan.

Keputusan kajian menunjukkan bahawa selepas rawatan pelajar kumpulan gabungan pengajaran strategi dan latihan semula atribusi paling kurang mengattribution kejayaan mereka kepada faktor tidak stabil berbanding dengan kumpulan lain. Pelajar pencapaian rendah, lelaki dan Melayu dari kumpulan ini juga mempunyai peningkatan tertinggi dalam mengattribution kegagalan kepada faktor terkawal berbanding dengan mereka dari kumpulan lain. Tambahan pula, pelajar lelaki dan Cina dari kumpulan ini menunjukkan pengurangan tertinggi dalam mengattribution kegagalan kepada faktor luar kawal sementara pelajar lelaki juga menunjukkan pengurangan tertinggi dalam mengattribution kejayaan kepada faktor luaran. Pada masa yang sama, pelajar Melayu menunjukkan pengurangan tertinggi dalam mengattribution kejayaan kepada faktor luaran, luar kawal dan tidak stabil. Mereka juga menunjukkan pengurangan tertinggi dalam mengattribution kegagalan kepada faktor luaran. Tambahan

pula, pelajar pencapaian tinggi menunjukkan pengurangan tertinggi dalam mengatribusi kegagalan kepada faktor stabil.

Untuk min strategi pembelajaran selepas rawatan, kumpulan gabungan pengajaran strategi dan latihan semula atribusi menunjukkan penambahan yang signifikan berbanding dengan kumpulan kawalan. Pelajar Cina dari kumpulan ini juga mempunyai perubahan yang lebih tinggi dan signifikan dalam min strategi pembelajaran berbanding dengan mereka dari kumpulan kawalan dan kumpulan latihan semula atribusi sahaja.

Juga, kumpulan gabungan pengajaran strategi dan latihan semula atribusi mempunyai min pencapaian yang lebih tinggi dan signifikan selepas rawatan berbanding dengan kumpulan kawalan. Pelajar pencapaian rendah dan tinggi, pelajar lelaki dan perempuan, serta pelajar Melayu dan Cina dari kumpulan yang sama menunjukkan peningkatan min pencapaian yang tertinggi berbanding dengan mereka yang berada di tiga buah kumpulan yang lain.

Secara keseluruhan, pelajar kumpulan gabungan pengajaran strategi dan latihan semula atribusi didapati lebih gembira, bermotivasi dan berpuas hati. Implikasi hasil kajian menunjukkan dengan jelas keupayaan para pendidik mengubah persepsi kejayaan dan kegagalan pelajar, memberi penekanan dalam melatih semula dimensi lokus, dimensi kebolehkawalan dan dimensi kestabilan, membantu pelajar pencapaian rendah menguasai

pembelajaran mereka serta meningkatkan tahap keyakinan dan jangkaan terhadap kejayaan pada masa depan bagi pelajar pencapaian tinggi.

Gabungan pengajaran strategi dan latihan semula atribusi adalah dicadangkan untuk sekolah yang mempunyai ramai pelajar pencapaian rendah. Para pendidik boleh menggunakan rawatan ini pada permulaan sesuatu sesi, penggal, semester, kursus, pengajaran kelas atau program kaunseling. Mereka dicadangkan melatih pelajar supaya bertanggungjawab terhadap kejayaan dan kegagalan dengan mengajar cara belajar kepada mereka dan memberi maklumbalas latihan semula atribusi kepada mereka.

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I certify that an Examination Committee met on 9th October 2002 to conduct the final examination of Loh Sau Cheong on her Doctor of Philosophy thesis entitled "Effects of Combined Strategy Instruction and Attribution Retraining in Mathematics Achievement of Form One Students in a Secondary School" in accordance with Universiti Pertanian Malaysia (Higher Degree) Act 1980 and Universiti Pertanian Malaysia (Higher Degree) Regulations 1981. The Committee recommends that the candidate be awarded the relevant degree. Members of the Examination Committee are as follows:

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DECLARATION

I hereby declare that the thesis is based on my original work except for quotations and citations which have been duly acknowledged. I also declare that it has not been previously or concurrently submitted for any other degree at UPM or other institutions.



Loh Sau Cheong

Date: 18/11/2002

TABLE OF CONTENTS

ABSTRACT	Page ii
ABSTRAK	v
ACKNOWLEDGEMENTS	ix
APPROVAL SHEETS	xii
DECLARATION FORM	xiv
LIST OF TABLES	xxii
LIST OF FIGURES	xxvii
GLOSSARY OF TERMS	xxviii

CHAPTER

1	INTRODUCTION	
1.1	Introduction	1
1.2	Rationale of the Study.....	8
1.3	Statement of the Problem.....	11
1.4	Models of Learning.....	15
1.4.1	Weiner's Attribution Theory.....	16
1.4.2	Attribution Retraining Model	17
1.4.3	Learning Strategies Model.....	18
1.5	Objectives of the Study	19
1.6	Hypotheses of the Study.....	20
1.6.1	Effects of SI + AR on Causal Attributions, Learning Strategies and Achievement in Mathematics After the Treatment	21
1.6.2	Effects of SI + AR on the Change in Causal Attributions, Learning Strategies and Achievement in Mathematics In General.....	22
1.6.3	Effects of SI + AR on the Change in Causal Attributions, Learning Strategies and Achievement in Mathematics for Academic and Non-Academic Variables Among All the Four Groups	22
1.6.4	Effects of SI + AR on the Change in Causal Attributions, Learning Strategies and Achievement in Mathematics for Academic and Non-Academic Variables Within the SI + AR Group.....	24
1.7	Significance of the Study.....	26
1.8	Scope and Limitations of the Study	27
1.9	Definition of Terms	30
1.9.1	Causal Attributions	31
1.9.2	Learning Strategies	31
1.9.3	Mathematics Achievement.....	32
1.9.4	Strategy Instruction.....	32
1.9.5	Attribution Retraining.....	32
1.9.6	Form One Students.....	33



1.10	Conclusion.....	34
2	LITERATURE REVIEW	
2.1	Introduction	35
2.2	Weiner's Attribution Theory.....	35
2.2.1	The Search for Cause.....	36
2.2.2	Type of Causal Attributions	37
2.2.3	Value Ascribed to Causes	39
2.2.4	Dimensions of a Cause	39
2.2.5	Affective Change in Attributions	44
2.2.6	Expectancy Change in Attributions	46
2.2.7	Interpersonal Judgments	48
2.2.8	Resistance to Extinction	52
2.2.9	Attributional Change.....	53
2.2.10	Learned Helplessness and Causal Attributions.....	54
2.2.11	Causal Attributions in Relation to Gender Differences.....	56
2.2.12	Causal Attributions in Relation to Levels of Achievement.....	58
2.2.13	Causal Attributions in Relation to Cultural Differences.....	64
2.3	Attribution Retraining Model	68
2.3.1	Underlying Assumption of AR.....	70
2.3.2	Design Used in AR.....	71
2.3.3	Subject Selection for AR.....	72
2.3.4	Expected Outcomes from AR.....	74
2.3.5	Outcome Measures in AR.....	76
2.3.6	Issues Related to AR.....	77
2.3.7	Review of AR and Causal Attributions.....	78
2.3.8	Review of AR and Strategies.....	80
2.3.9	Review of AR and Achievement.....	89
2.4	Learning Strategies Model.....	93
2.4.1	Information Processing Theory.....	94
2.4.2	Strategy Use.....	100
2.4.3	Gender Differences in Relation to Strategy Use.....	107
2.4.4	Levels of Achievement in Relation to Strategy Use.....	108
2.4.5	Strategy Instruction.....	108
2.5	Studies Related to AR, Causal Attributions, Learning Strategies and Mathematics Achievement.....	111
2.6	Conceptual Framework	121
2.7	Conclusion.....	125
3	METHODOLOGY	
3.1	Introduction	128
3.2	Research Design.....	128
3.3	Duration of the Study	132
3.4	Schedule of the Study.....	132
3.5	Population of the Study	133
3.6	Sample of the Study.....	134

3.7	Sampling Procedure	136
3.8	Subjects' Characteristics.....	139
3.9	Research Instruments.....	141
3.9.1	Instruments for Pilot Study	141
3.9.2	Revised Instruments.....	146
3.9.3	Additional Instruments.....	165
3.10	Validity of Instruments.....	168
3.10.1	Face and Content Validity	168
3.10.2	Construct Validity.....	170
3.11	Reliability of Instruments.....	174
3.12	Procedure.....	178
3.12.1	Pre Treatment Condition.....	178
3.12.2	Treatment Condition.....	180
3.12.3	Post Treatment Condition.....	209
3.13	Validity of the Study.....	210
3.13.1	Internal Validity.....	210
3.13.2	External Validity.....	212
3.13.3	Extraneous Variables Being Controlled.....	213
3.13.4	Extraneous Variables Built Into the Design.....	217
3.14	Exploratory Data Analysis (EDA)	218
3.15	Statistical Analysis	219
3.16	Pilot Study.....	223
3.16.1	Results of Pilot Study.....	223
3.16.2	Summary of Results for Pilot Study.....	238
3.16.3	Observed Changes.....	240
3.16.4	Encountered Problems.....	241
3.16.5	Suggestions.....	241
3.17	Conclusion.....	243
4	RESULTS	
4.1	Introduction	244
4.2	Effects of SI + AR on Causal Attributions, Learning Strategies and Achievement in Mathematics After the Treatment	245
4.2.1	Causal Attribution Scores After the Treatment..	245
4.2.1a	Summary of Causal Attribution Scores After the Treatment	247
4.2.2	Mean Learning Strategy Scores and Mean Achievement Scores After the Treatment.....	247
4.2.2a	Summary of Mean Learning Strategy Scores After the Treatment	254
4.2.2b	Summary of Mean Achievement Scores After the Treatment.....	258
4.2.3	Hypotheses Concerning the Effects of SI + AR on Causal Attributions, Learning Strategies and Achievement in Mathematics After the Treatment	259
4.3	Effects of SI + AR on the Change in Causal Attributions, Learning Strategies and Achievement in Mathematics In General.....	260

4.3.1	Change in Causal Attribution Scores in General.....	261
4.3.1a	Summary of Change in Causal Attribution Scores in General.....	266
4.3.2	Change in Mean Learning Strategy Scores and Mean Achievement Scores in General.....	266
4.3.2a	Summary of Change in Mean Learning Strategy Scores in General.....	268
4.3.2b	Summary of Change in Mean Achievement Scores in General.....	270
4.3.3	Hypotheses Concerning the Effects of SI + AR on the Change in Causal Attributions, Learning Strategies and Achievement in Mathematics In General.....	271
4.4	Effects of SI + AR on the Change in Causal Attributions, Learning Strategies and Achievement in Mathematics for Academic and Non-Academic Variables Among All the Four Groups.....	273
4.4.1	Change in Causal Attribution Scores Among All the Four Groups.....	273
4.4.1a	Summary of the Change in Causal Attributions Among All the Four Groups.....	278
4.4.2	Change in Mean Learning Strategy Scores and Mean Achievement Scores Among All the Four Groups	278
4.4.2a	Summary of the Change in Mean Learning Strategy Scores Among All the Four Groups....	282
4.4.2b	Summary of the Change in Mean Achievement Scores Among All the Four Groups.....	287
4.4.3	Hypotheses Concerning the Effects of SI + AR on the Change in Causal Attributions, Learning Strategies and Achievement in Mathematics for Academic and Non-Academic Variables Among All the Four Groups.....	288
4.5	Effects of SI + AR on the Change in Causal Attributions, Learning Strategies and Achievement in Mathematics for Academic and Non-Academic Variables Within SI + AR Group	295
4.5.1	Change in Causal Attribution Scores Within SI+AR Group.....	295
4.5.1a	Summary of the Change in Causal Attribution Scores Within SI + AR Group.....	298
4.5.2	Change in Mean Learning Strategy Scores and Mean Achievement Scores Within SI+AR Group.....	298
4.5.2a	Summary of the Change in Mean Learning Strategy Scores Within SI + AR Group.....	300
4.5.2b	Summary of Change in Mean Achievement Scores Within SI + AR Group.....	302

	4.5.3	Hypotheses Concerning the Effects of SI + AR on the Change in Causal Attributions, Learning Strategies and Achievement in Mathematics for Academic and Non-Academic Variables Within SI + AR Group.....	302
	4.6	Summary of Results.....	306
	4.7	Emotional and Behavioural Change in SI + AR Group ..	308
	4.8	Conclusion.....	308
5		DISCUSSION	
	5.1	Introduction.....	310
	5.2	Effects of SI + AR on Causal Attributions, Learning Strategies and Achievement in Mathematics After the Treatment.....	310
	5.2.1	Causal Attributions Scores After the Treatment	310
	5.2.2	Mean Learning Strategy Scores After the Treatment	311
	5.2.3	Mean Achievement Scores After the Treatment	314
	5.3	Effects of SI + AR on the Change in Causal Attributions, Learning Strategies and Achievement in Mathematics In General.....	315
	5.3.1	Change in Causal Attribution Scores In General	315
	5.3.2	Change in Mean Learning Strategy Scores In General.....	319
	5.3.3	Change in Mean Achievement Scores In General	321
	5.4	Effects of SI + AR on the Change in Causal Attributions, Learning Strategies and Achievement in Mathematics for Academic and Non-Academic Variables Among All the Four Groups.....	322
	5.4.1	Change in Causal Attribution Scores Among All the Four Groups	322
	5.4.2	Change in Mean Learning Strategy Scores Among All the Four Groups.....	325
	5.4.3	Change in Mean Achievement Scores Among All the Four Groups.....	327
	5.5	Effects of SI + AR on the Change in Causal Attributions, Learning Strategies and Achievement in Mathematics for Academic and Non-Academic Variables Within SI + AR Group	329
	5.5.1	Change in Causal Attribution Scores Within SI + AR Group.....	329
	5.5.2	Change in Mean Learning Strategy Scores Within SI + AR Group	332
	5.5.3	Change in Mean Achievement Scores Within SI + AR Group	333
	5.6	Conclusion.....	335

6	CONCLUSIONS	
6.1	Introduction	336
6.2	Summary of the Study.....	336
6.2.1	Summary of Purpose.....	336
6.2.2	Summary of Experimental Process	337
6.2.3	Summary of Results.....	338
6.3	Implications of the Study.....	343
6.3.1	Methodological Implications	343
6.3.2	Theoretical Implications	345
6.3.3	Practical Implications	346
6.4	Recommendations.....	349
6.5	Conclusion of the Study.....	351
6.6	Suggestions for Future Research.....	353
	BIBLIOGRAPHY.....	354
	APPENDICES	
A	Letter of Permission	382
A1	Permission from Ministry of Education	383
A2	Permission from Selangor State Education Department.....	384
A3	Permission from H & H Publishing.....	386
B	Questionnaires	388
B1	Mathematics Causal Attributions Scale.....	389
B2	Learning Strategies Scale	393
B3	Revised Achievement Test	396
B4	Equivalent Form Revised Achievement Test.....	404
B5	Subjects' Characteristics Scale.....	412
C	Checklist.....	416
D	Strategy-Based Attribution Retraining Activities.....	418
D1	Help Others Before You Are Helped!.....	421
D2	Ready, Go!!!.....	425
D3(I)	Picture Within A Picture.....	430
D3(II)	Be A Listener Who Listens!.....	440
D4	The Number Game	445
D5	Know The Power of Your Mind!	452
D6	Be A Wise Manager	459
D7	Let's Identify The Main Ideas!	463
D8	Self-Testing!	467
D9	Mind Mapping.....	474
D10	Yes, I Can!	478
E	Content Specific Exercises	485
E1	Exercise 1.....	486
E2	Exercise 2.....	487
E3	Exercise 3.....	488
E4	Exercise 4	489
E5	Exercise 5	491
E6	Exercise 6	492
E7	Exercise 7	494
E8	Exercise 8.....	496
E9	Exercise 9.....	497
E10	Exercise 10	499

F	Feedback Form.....	501
G	Transcript.....	504
H	Exploratory Data Analysis – Actual Study.....	511
I	Power Analysis Table	535
J	Panel of Translation	538
VITA	540

LIST OF TABLES

Table	Page
2.1 Locus and Stability Classification Scheme (Weiner, 1986, p. 47).....	42
2.2 Internal Causes of Success and Failure, Classified According to Stability and Controllability (Weiner, 1986, p. 49).....	43
3.1 Research Design.....	130
3.2 School Timetable for Implementing the Experiment.....	133
3.3 Distribution of Mean Scores for Mathematics Tests According to Groups.....	138
3.4 Distribution of Subjects According to Groups and Genders...	139
3.4a Distribution of Subjects According to Mathematics Scores....	140
3.5 Distribution of Subjects According to Groups and Levels of Achievement.....	140
3.6 Distribution of Subjects According to Groups and Ethnicity...	141
3.6a Example of Part B and Part C of CAS.....	143
3.6b Sample Items from LASSI.....	145
3.6c An Example of the Statements from MCAS.....	148
3.7 Item Deletion for the LASSI-HS.....	171
3.8 Test of Homogeneity for the LSS.....	172
3.9 Test of Homogeneity for the Achievement Test-R	173
3.10 Reliability Coefficients for the LASSI-HS, the LSS, the SCS and the Achievement Test-R.....	178
3.10a Analysis Method for Causal Attribution Scores, Mean Learning Strategy Scores and Mean Achievement Scores...	222
3.10b Research Design for Pilot Study.....	223
3.10c Kruskal-Wallis Test for Mean Causal Attribution Scores After the Treatment.....	224

3.10d	Multivariate Analysis of Covariance on Mean Learning Strategy and Mean Achievement Scores After the Treatment for Groups, Levels of Achievement and Genders	225
3.10e	Univariate Analysis of Covariance on Mean Learning Strategy Scores After the Treatment for Levels of Achievement.....	225
3.10f	Univariate Analysis of Covariance on Mean Achievement Scores After the Treatment for Levels of Achievement.....	226
3.10g	Estimated Marginal Mean of Achievement Scores for Levels of Achievement After the Treatment.....	227
3.10h	Kruskal-Wallis Test for the Change in Mean Causal Attribution Scores in General.....	227
3.10i	Multivariate Analysis of Variance on the Change in Mean Learning Strategy Scores and Mean Achievement Scores between Groups, Levels of Achievement and Genders in General.....	228
3.10j	Univariate Analysis of Variance on the Change in Mean Learning Strategy Scores for Groups, Levels of Achievement and Genders in General.....	229
3.10k	Univariate Analysis of Variance on the Change in Mean Achievement Scores for Groups, Levels of Achievement and Genders in General.....	230
3.10l	Bonferroni Test for the Change in Mean Achievement Scores by Levels of Achievement.....	230
3.10m	Kruskal-Wallis Test for the Change in Mean Causal Attribution Scores by Levels of Achievement and Genders Among the Four Groups.....	231
3.10n	Mann-Whitney <u>U</u> Test for the Change in Mean Causal Attribution Scores by High Achievers Among the Four Groups.....	232
3.10o	Multivariate Analysis of Variance for the Change in Mean Learning Strategy Scores and Mean Achievement Scores between Levels of Achievement and Genders of the Four Groups.....	233
3.10p	Univariate Analysis of Variance on the Change in Mean Learning Strategy Scores Among Females of the Four Groups.....	233

3.10q	Univariate Analysis of Variance on the Change in Mean Achievement Scores Among the Low Achievers of the Four Groups.....	234
3.10r	Kruskal-Wallis Test for the Change in Mean Causal Attribution Scores by Levels of Achievement Within SI + AR Group.....	235
3.10s	Mann-Whitney <u>U</u> Test for the Change in Mean Causal Attribution Scores by Gender Within SI + AR Group.....	235
3.10t	Multivariate Analysis of Variance on the Change in Mean Learning Strategy Scores and Mean Achievement Scores for Levels of Achievement and Genders Within SI + AR Group.....	236
3.10u	Univariate Analysis of Variance on the Change in Mean Learning Strategy Scores for Genders Within SI + AR Group.....	237
3.10v	Univariate Analysis of Variance on the Change in Mean Achievement Scores for Genders Within SI + AR group.....	237
4.1	Kruskal-Wallis Test on Posttest Causal Attribution Scores Among the Four Groups.....	245
4.2	Mann-Whitney <u>U</u> Test For Sub-Dimension of “Unstable-Success”.....	246
4.3	Posttest Scores for Sub-Dimension of ‘Unstable-Success’ According to Groups.....	247
4.4	Multivariate Analysis of Covariance on Mean Learning Strategy Scores and Mean Achievement Scores After the Treatment for Groups, Levels of Achievement, Genders and Ethnicity	248
4.5	Univariate Analysis of Covariance on Mean Learning Strategy Scores After the Treatment for Groups, Levels of Achievement, Genders and Ethnicity.....	250
4.6	Bonferroni Test for Groups Effect on Mean Learning Strategy Scores After the Treatment.....	251
4.7	Pairwise Comparisons for Groups by Levels of Achievement by Genders by Ethnicity Effect on Mean Learning Strategy Scores After the Treatment.....	253